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ABSTRACT

This profile of the English language teaching situation in Senegal examines the role of English in society and in the educational system. It is noted that English is the principal foreign language studied, but that it is used very little as a means of communication. The English curriculum is described, especially the secondary school examinations, school syllabus and textbook choice, university studies, English for special purposes, English for adults, and English by radio. Preservice and inservice teacher training is described in detail. Also discussed are (1) the considerable materials development and support from the "Centre de Linguistique Appliquee de Dakar," (2) the two ministries that share responsibility for educational administration, (3) English outside the educational system, (4) the extent of British and American support, (5) commercial opportunities, (6) creative writing, and (7) current research opportunities. A concluding statement indicates that the strengths of the English teaching program can be seen in a minority of pupils and that the direction of progress lies in expanding this minority. A bibliography, a statement regarding future propects, and a glossary of acronyms used in the profile are included. (AMH)

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THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: SENEGAL Date: April 1983

(Because this Profile contains an unusually large number of acronyms a glossary of them is provided at the back.)

1. ROLE AND STATUS OF ENGLISH

French is the official language of Senegal - the language of administration, of most of the media (except the main local-language radio service) and of most of the leading financial and business institutions. It is still the medium of instruction throughout the state system of education and in almost all private schools. There is an English-language play-school and an American Baptist school for ages 6 to 15, also a mixed Arabic and French medium kindergarten and primary school. It is intended, at an unspecified future date, to convert the first years of primary education to local-language medium. Six 'national languages' are being codified for this role: Wolof (first language for 45% of the population, and a lingua franca in all towns and most rural areas), Poular (Fula or Fulani - 20% - spoken by the Peulh and Toucouleur peoples), Serer (20%), Mandingo, Diola, and Sarakhollé.

English is considered important, being the official language of many other African countries, and is the principal foreign language studied. Its use is steadily increasing in tourism, finance, business and communications, and may be further stimulated by the developing confederation of Senegambia, officially created in 1982 but at present largely a paper union. A reading knowledge of English is considered necessary for many occupations. Graduate students at the University of Dakar may have occasion at one time or another to consult English-language books and periodicals in the university and faculty libraries, but infrequently in most cases.

Apart from the professional areas listed above, English is very little used as a means of communication inside Senegal other than within the diplomatic community, including international agencies, and among the small number of other English-speaking expatriates. Similarly, reading for pleasure in English is more or less confined to English-speaking expatriates, English teachers and university students of English. The leading Senegalese writers all work in French, and for most educated people knowledge of the literature of the English-speaking world is confined to works read in translation. Regrettably few African writers in English have as yet been translated into French.

While there may be an occasional newspaper or magazine article or radio broadcast on an English-speaking African writer or on a Black American writer,

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there is no sense in which the literature of the English-speaking world is a regular feature of the Senegalese intellectual scene. English is, after all, a foreign language.

2. ENGLISH WITHIN THE EDUCATIONAL SYSTEM

No English is taught during the six years of primary school. Ninetyfive per cent of secondary entrants, for whom English is their first Modern Language (Langue Vivante 1 - LV1) start it in Secondary 1 (Classe de 6ème). LV1 is taught continuously throughout secndary school up to Secondary 7 (Classe Terminale). The remaining 5% of 6ème pupils take German as their LV1 and later, in Secondary 3 (4ème), start English as LV2. LV2 is taught from Secondary 3 to Secondary 6 (1ère) inclusive. In one type of middle school (College de Enseignement Moyen Général - CEMG), all pupils do English from Secondary 1 and then start physics instead of an LV2 in Secondary 3. Weekly hours for LV1 and LV2 are as follows:

Sec	1	2	3	4	5	6	7
Cl de	6e	5e	4e	3e	2e	1e	T
LV1	5	5	3	3	2-3*	2-6*	2-4*
LV2	-	-	3	3	2-3*	2-3*	-

* depending on the stream (série)

School examinations

Secondary Years 1 to 4 constitute Enseignement Moyen (formerly the First Cycle of secondary education) and Secondary Years 5 to 7 Enseignement Secondaire (formerly Second Cycle). At the end of First Cycle, all pupils take the same DFEM exam (Diplôme de Fin d'Etudes Moyennes), which is passed or failed as a whole. There is a compulsory two-hour written test in English (as LV1) comprising lexical and structural gap-filling items, multiple-choice reading comprehension and an "essay". (The LV2 written test is similar in form but more elementary in content.) DFEM candidates whose aggregate written mark is borderline do a short oral, consisting of reading aloud from a passage studied during the year and conversation. The DFEM comes under the Ministry of National Education (MEN) and it has proved possible to make changes in the English test from time to time.

The Baccalaureate is in two parts at the end of Secondary 6 and 7, and English is taken at both parts by almost all candidates. The written tests are all in the form of "commentary" questions on a passage not previously studied and the translation of part of it into French. Oral tests are on the same lines as DFEM. While the passages prepared during the year for submission at the Bac oral may be literary or not, the oral examiners' interest is overwhelmingly linguistic rather than literary.

Depending on their streams and sub-streams, candidates do a written and/or oral test in LV1 at both parts of the Bac, and a written or oral test in LV2 at the First Part and, for some streams, at the Second Part. Both First and Second Bacs are required for entrance to the University and to several of the other higher institutions, but since each part of the Bac, like DFEM, is passed or failed on aggregate mark, a pass or distinction implies no particular standard of English. The Bac is controlled by the University (Ministry of Higher Education, MES) and is recognised in France. Both factors are obstacles to the reform of its component tests.

School syllabus and textbook choice

Apart from the vaguest statement of general aims, there is no secondary school English syllabus independent of examination requirements and textbooks used. The course Today's English, published by the Centre de Linguistique Appliquée de Dakar (CLAD), has in fact constituted the de facto English syllabus for First Cycle (Secondary 1-4) since its adoption in 1974 as the sole approved course for all those levels. It has thus superseded the French Ministry of Education's First Cycle English syllabus, which had been applied in default of a Senegalese one. No Senegalese Second Cycle syllabus exists, though textbooks conforming to the (very vague) French one are in occasional use alongside the CLAD materials for 2ème and 1ère (Secondary 5 and 6).

Responsibility for school syllabus change and textbook choice rests firmly with the Minister of National Education, advised on ELT matters by the Conseiller Technique pour l'Anglais (ELT Adviser, Key to English Language Teaching Scheme-KELT). In recent years Senegal has favoured the adoption of a single textbook in each subject at each level, as with the CLAD books from 6eme to 1ere. The relative availability of CLAD books in these classes has further excluded possible rivals from the state schools, though another course is in experimental use (see Section 4). In private schools, MEN has not (as it could) opposed the use of ELT materials other than CLAD.

From Secondary 3 up to Secondary 7 (Classe Terminale), secondary school English textbooks are based on the study of extracts from English-speaking writers. These texts are usually between 500 and 1000 words in length, mainly contemporary and in most cases by African, American or British authors (or public speakers or journalists). In the final three years of secondary education, the textbooks provide many more texts than can be covered (since they are studied intensively) and teachers have considerable freedom of choice. They can also duplicate other passages of their own choosing. The main selection criteria are the interest of the subject matter and the suitability of language level. The texts are used primarily as a basis for language-learning activities, secondarily as a source of information about the foreign culture and only thirdly, and to a very limited extent, as vehicles for any sort of literary education.

Secondary school inspections are the responsibility of the General Inspectorate (set up in 1980). The ELT Inspecteurs Généraux are Mr Moctar Ba Head of the University English Department, and Mr Jean Ailloud, Head of the English Section at CLAD. It is intended that government secondary teachrs should be inspected regularly and not just for their initial qualification, but this has not yet been started. Many teachers are visited and advised (rather than "inspected") by the ELT Adviser at MEN (a KELT) and his assistants (two Senegalese and one expatriate in 1982).

University entrance

It has already been pointed out that while all candidates take English at DFEM and at the First Part of the Bac, and over 95% do so at the Second Part, results at these examinations are not differentiated by subjects (although transcripts are issued). There is therefore no sense in which English constitutes a distinct requirement for university entrance.

As far as student choice of specialisation is concerned only older people, already working, are free to enrol in the university department of their choice (as part-time students, provided they have the Bac or the alternative Examen Spécial d'Entrée en Faculté). New bacheliers, on the other hand, can only express a preference and are then assigned by the university admissions board to one or other department. There is no departmental entrance test. As a result the English Department of the University of Dakar receives a certain number of students with little or no initial desire to do their degree in English and, in some cases, with an inadequate record in school English. This accounts, partially at least, for the high rate of attrition in the first two years.

University studies in English

Students in the University of Dakar English Department must pass from year to year on the basis of partial assessment and final exams. The different years of study are known as:

1. DUEL I
2. DUEL II
3. Licence (= BA)
4. Maîtrise (= MA)
5. DEA (Diplôme d'Etudes Approfondies)

6/7. Doctorate de 3e Cycle

Pass-rates for students of English in the first two years, counting both June and October sessions, are extremely low - generally 20%-30% at DUEL I, and around 50% at DUEL II. This is certainly due in part to the low standard of the initial entry, which contains many weak students who have not opted for English.

In 1981-82 student numbers, including part-time students, were as follows:

Year	Known as	Number
1	DUEL I	366
2	DUEL II	110
3	Licence	250
4	Maîtrise	90
5	DEA	14

In fact, the high attrition rate in Years 1 and 2 is not shown by these figures. This is because students can repeat only one of their first two years (ie they have three years altogether to pass DUEL II), but may repeat subsequent years as often as they like.

Courses cover language, the "civilisation" of the English-speaking world (history of ideas, economic geography, institutions) and its literature. Literature and civilisation are taught through lectures to very large classes, especially in the first two years, but smaller groups are formed for listening comprehension, translation and language laboratory. From the third year onwards the options system reduces class sizes and there is closer contact between teachers and students, particularly between the individual fourth or fifth year student and the supervisor of his/her dissertation.

Most students' main concern is quite naturally with their subsequent earning power and they are well aware that a degree in English generally leads to a teaching career, which is not these days much sought after by graduates, despite the job security it offers. Some few English graduates go into the services (army, gendarmerie, police, customs) or into the private sector, and an infinitesimal fraction attain the dream of all - the fleshpots of international interpreting. Because serving and future English-teachers make up so large a part of the English Department's clientele, a proposal is under consideration to add Applied Linguistics courses to the first three years' syllabus.

Course changes of this type require the approval of the University Council; but within established courses the Department has a free choice of materials and set books.

The English Department of Dakar University has a virtual monopoly of the teaching of English literature in Senegal, and for incoming students it is normally their first exposure to English literature as such. They have been educated entirely in French-medium schools and are chiefly familiar, upon entry, with French literature and modern African literature in French, mainly studied through extracts. French-speaking African literature of the colonial and post-colonial period shares the concerns of English-speaking African literature. It tends to be sociological (problems of city life and family) and didactic (the liberation struggle; education, biculturalism and alienation; traditional vs modern life). Depending on their background, students may or may not be familiar with the oral literature in their mother tongue (songs, folk-tales, epics), though some is studied through French translation at school.

There are set books in each year of the English degree course, most of them compulsory but others (in the third year) in connection with elective courses. In a characteristic year, the numbers of set books at the different levels are likely to be as follows:

DUEL I: 3 - 4 books

DUEL II: 5 - 6 books

Licence: CL (Certificat de Littérature - compulsory): 8 - 10

CS (Certificat de Spécialisation - one of the following electives):

- African Civilisation: 3 - 4
- American Civilisation: 3 - 4
- British Civilisation: no literature

Maitrise: 3 - 4 books (and dissertation)

It should be noted that set books are the major syllabus component only in the case of CL in Third Year. In particular, in CS (British Civilisation) there are normally no literary texts, but only works dealing with British and Commonwealth history and institutions.

These set books (mainly literature, but some on civilisation) are often the only books in English that students ever read in their entirety. But a majority of the students do certainly achieve this minimum, individual copies being read by several different people. This is necessary partly because the University library does not have multiple copies and there is only a small Department library; partly because the supply ordered each year by a local bookshop at the Department's request is seldom equal to the demand; and partly because few students can spare much money for book-buying.

The courses accompanying set books in literature are supposed to supplement students' background reading and to deal with literary history, history of ideas and literary criticism. But in fact few students have access to any background reading so the lectures, and related students' talks (exposés) and discussions, are largely straightforward commentary. Students also write an essay on each set book as part of the requirements for continuous assessment. Some students make use of the resources of the British-Senegalese Institute (BSI) and the American Cultural Center.

The lecture format is mainly chalk and talk, with no use of overhead projector, episcope or slides, though this equipment is available on request and some rooms can be blacked out. Films dealing with set books, normally obtained from the British Council, are occasionally used. The main concern in these courses is literary and historical. Literary texts are not generally used as vehicles for language learning, although most lectures are conducted in English - and English of a very high standard. Language work (grammar, phonetics, translation, listening comprehension and reproduction, essay-writing, lab work) is quite separate from literature. But, as in many university language departments in other countries, the student's development of productive language skills is largely regarded as his own responsibility.

In tackling literature in English, language difficulty is at least as great a problem for most students as any cultural or conceptual difficulties. Moreover, while non-African texts inevitably present some cultural obscurities or booby-traps, these are likely to be explained in the lectures, whereas - apart from a few passages selected for detailed treatment - linguistic difficulties will not be. And lycée English teaching signally fails to develop extensive reading skills.

The written tests on the literature syllabus are based on the works treated in detail in the lectures. But the orals or vivas also cover books not dealt with in lectures. It is these orals, with questions drawn as from a bran-tub and often requiring the candidate, after a period of preparation, to deliver a commentary on a specific passage, that make people do their best to read their set books.

Service English

As regards English for students of other subjects, English for Specific Purposes (ESP) is taught for between one and four hours a week in the five technical lycées, in at least one year of most university degree courses, in government and private secretarial colleges and a variety of other vocational institutions.

Business English is taught in the "G" stream (secretarial and accountancy) of the technical lycées, the commonest textbooks being:

Féraud & Champion, Commerce by Easy Stages, Dunod, Paris
Curin, Fedigan & Granger, Let's Talk Business, Books 1 & 2, Hatier, Paris

It is also taught at BSI, at the Ecole Nationale de Secrétariat (ENSEC) and in at least six private secretarial schools.

Various varieties of technical English are taught in the "F" streams in three of the technical lycées (training mechanics, electricians, fitters and turners, boilermakers and bio-technicians) and at the Post Office school, the school of seamanship and the Dakar industrial training centre (CQID). All these use Technical English, Larreya & Piraud, Nathan, Paris, which - unlike the business English materials in use - is not a coherent course, but a collection of "texts" on a variety of technical subjects. Motivation here is low and results poor - again unlike the commercial classes.

Similar "text"-based ESP is taught in schools of librarianship (EBAD), rural economics (ENEA), engineering (Ecole Polytechnique), applied science (IUT), journalism (CESTI), physical education (INSEPS), technical teacher-training (ENSET), hotel staff (Ecole Hôtelière), the agricultural college at Bambey (Ecole des Cadres Ruraux) and the various university faculties.

In vocational education and higher education for non-specialists in English, English contributes to the aggregate mark but there is never a separate pass-mark in English. ESP is generally in the hands of teachers of high calibre, whether regulars or moonlighters, but very few of them have received any special training in it.

English for adults

English classes for adults are available at three centres in Dakar, but nowhere else in the country. These centres, with their 1981-82 student numbers, are:

British-Senegalese Institute (BSI):	1150 students
American Cultural Center:	420 students
Centre de Perfectionnement en Langue Anglaise (CPLA):	120 students

BSI and CPLA come under MES, but it is convenient to deal with the American Cultural Center at the same time, as they all share the same fee structure and many of their students take the same exams (BEPA and DEPA - see below).

Classes are fairly small (from ten to twenty-five) and work either four or five hours a week throughout the school year (October-June), with evening classes for those in employment and morning classes for others. Civil servants put up by their ministries pay a small enrolment fee but no tuition; other students of Senegalese nationality pay a reduced tuition fee; and foreigners pay the full fee.

All three centres have language laboratories, libraries (minimal at CPLA) and some recreational facilities. BSI's 10,000-volume library (almost entirely British Council-donated) contains good general and ELT reference sections, well-balanced fiction and non-fiction sections, ELT films and video-cassettes. It serves as an English teachers' resource centre as well as meeting the needs of Institute students and members of the English-speaking community. In addition to regular courses in general English, BSI is active in ESP, arranges

special short courses and has a variety of "outreach" activities described elsewhere in this Profile. Institutions teaching English in higher, adult, technical and vocational education choose their materials freely.

The Ministry of Higher Education (MES) holds annual examinations, primarily for civil servants but open to members of the public, leading to the following English language qualifications:

Brevet d'Etudes Pratiques d'Anglais (BEPA) - somewhat below Cambridge FCE standard;

Diplôme d'Etudes Pratiques d'Anglais (DEPA) - between Cambridge FCE and CPE in level.

From time to time extra DEPA option papers are offered in Applied Phonetics and Business English, but the former is little in demand, and potential candidates for the latter generally prefer to sit for the British Chamber of Commerce (Paris) exam, for which BSI acts as an examination centre, as it does for FCE (76 candidates in 1981, with 28 passes; over 100 candidates in 1982) and CPE (10 candidates for 1 pass in 1981, and at least 15 candidates in 1982). These are the only UK-based exams for which regular sessions are held in Senegal.

English by radio

No use has ever been made of radio, TV or correspondence courses in connection with ELT in the formal educational system in Senegal. However, since 1974 there have been regular English-by-radio broadcasts four, and more recently five, times weekly of BBC material supplied through BSI, which also produces and sells self-correcting supplementary exercises. A local bookshop, Afrique-Levant, has the agency for BBC publications. The broadcasts are carried by Radio Senegal's International Service which, inside the country, can only be picked up clearly in the Dakar and St Louis areas and along the coastal strip between them. The regional radio stations (when operational) broadcast the same programmes to the rest of the country. The International Service also broadcasts an English language news bulletin six days a week after the one o'clock French news, and a 20-minute English language magazine programme five evenings a week. Both are compiled by Radio Senegal staff, partly with COI and USIS material as well as recorded BBC and Voice of America despatches, and are of a high standard.

It is planned to include an English-language section soon in the official daily newspaper Le Soleil so as to encourage its sale in the Gambia. Senegalese television gives the news in English every weekday evening. The Minister of Information has given approval for the broadcasting of English-by-Television programmes and it is hoped that the BBC series Follow Me will be shown twice weekly, starting in 1983. Senegalese TV has a colour service as well as black and white and can be picked up over most of the country and in Gambia, which has no TV of its own.

3. TEACHERS OF ENGLISH

Secondary English teaching is all but fully Senegalised. Out of a total of about 500 English teachers in government secondary education in 1981-82, there were twelve Peace Corps Volunteers (PCVs), five French Technical Assistants (FTAs), one British local-contract teacher and one Canadian; and all the rest

were Senegalese nationals or foreign-born wives of nationals. From 1983-84, the only PCVs in the state secondary system are to be the six regional "resource people" - experienced and well-qualified PCVs with an in-service (I/S) training role. Remaining English teaching FTAs are being phased out. Figures for private secondary schools are uncertain, as many teachers work part-time; but out of at least 120 English teachers in private schools in 1981-82 there were four PCVs, several locally-engaged (non-FTA) French and several teachers from other African countries, both anglophone and francophone.

In 1980-81 two British assistants worked in Senegal at BSI, the first time there had been reciprocation of a scheme under which, for a number of years, Senegalese students of English served in the same way in schools in Britain. In 1981-82 there were seven graduate and undergraduate British assistants in Senegal, three of whom were placed in Dakar lycées with extra-curricular responsibilities only (extra conversation classes, English clubs). The lycée assistants programme did not continue in 1982-83, though the BSI still employs British assistants.

In higher education and vocational training there are even fewer expatriate English teachers. The University English Department's eleven full-time staff in 1981-82 comprised six nationals, one French-born wife, two FTAs, a Fulbrighter and a British assistante. There were also three PCVs teaching English at tertiary level, plus the PCV assistant to the ELT Adviser at MEN.

It is in English-teaching for adults, at BSI, CPLA and the US Cultural Center, that the highest concentration of expatriate English teachers is to be found. The Cultural Center ELT programme has a full-time American Director, locally engaged, and several, mostly American, part-time teachers. CPLA has a non-teaching Senegalese Director and all part-time teachers, mainly Senegalese with some American. BSI has a full-time British Director (KELT) and, in 1982-83, had three full-time KELT teachers and twenty-one other teachers (four British assistants, seven locally recruited British, six Senegalese and four others).

From 1970 to 1972, and in 1974-75, BSI had a London-appointed teacher working part-time with ENS trainee-teachers of English, sometimes at BSI and sometimes at ENS. From 1975 there was a full-time KELT post at ENS which came to an end, after the training of ELT and microteaching counterparts, in 1982. Since early 1982 there has once again been a KELT post at BSI concerned, amongst other things, with teacher-training.

Pre-service training

The Ecole Normale Supérieure (ENS) gives single-subject university graduates a year's teacher-training, at the end of which they take the theoretical part of the CAES or CAEM certificates. Training in the English Department, staffed for ELT purposes by four Senegalese and one PCV, comprises practical teaching skills, methodology of language teaching (but not literature), educational psychology, school administration and typing. There are full-time periods of microteaching (two weeks), regional teaching-practice (two weeks) and Dakar teaching-practice (five weeks). The output of trained English teachers since the ENS converted (for arts subjects) to graduate training only has been as follows:

Training year	75-76	76-77	77-78	78-79	79-80	80-81	81-82
Full-time	9	14	13	23	53	40	44
External	0	0	0	3	6	2	6
Passed theory	7	12	11	22	54	39	47
Passed practical (inspection)	6	11	10	20	49	35	

Unsuccessful candidates can resit both theory and practical exams as external candidates.

Almost all ENS-leavers go to teach in government secondary schools. A few are in private (Catholic) schools and a few have deserted teaching (about 5% overall, mostly after failing CAEM/CAES). (During the period 1975-82, more trained English teachers were lost through promotion than through desertion.) In addition to serving CAEM and CAES English-teachers, there are the middle-school teachers (CAE-CEG) trained by the ENS between 1962 and 1974, of whom 48 are still engaged in face-to-face teaching. Members of this group - and a similar number who have been promoted out of the classroom - account for nearly half of the 90-odd English teachers who, up to 1982, had had a year's training in Britain. The other 45-50 had had no teacher training before going to Britain.

There are other English-teachers who have spent a year as <u>assistants</u> in Britain, either just before or just after their final year at the University of Dakar. Most who have done so since 1974 have subsequently done ENS training before going on to teach. (But not all <u>assistants</u> teach afterwards.) There is, of course, no teacher-training component in the year as an <u>assistant</u>, but the gain in language mastery is generally impressive.

A handful of other English-teachers had a year or more in universities in Canada and Nigeria under programmes operating in the early 1970s. Others again have had two-month summer visits to the USA or have taken part in the International Camp Counselor Program. Contacts with English-speaking Africa have been regrettably few.

Whatever their academic qualifications, all teachers in government schools have probationary status until they have passed an initial qualifying inspection (<u>inspection de titularisation</u>), organised by the Inspecteurs Generaux in two of the classes taught by the candidate. This inspection (or practical examination) of graduate teachers takes place in their first year's teaching after leaving the ENS.

Untrained teachers are no longer supposed to be recruited to teach in state secondary schools, but in practice this still happened in 1982 even in English, where a surplus of teachrs is imminent. These teachers can request

their inspection only after teaching for at least a year. Successful inspection leads to teaching grades as follows:

	Academic/professional	Status after inspection
(1)	CAP théorique	Instituteur
(2)	DUEL II	Chargé d'Enseignement (CE)
(3)	CAE-CEM théorique	Professeur des Collèges de l'Enseignement Moyen
(4)	Licence (BA) + CAEM théorique	Professeur de l'Enseignement Moyen (PEM)
(5)	Maîtrise (MA) + CAES théorique	Professeur de l'Enseignement Secondaire (PES)
(6)	CAPES théorique	Professeur Certifié

Notes

(1) The CAP is a qualifying examination for primary school teachers (instituteurs) which many untrained teachers, in both primary and secondary schools, take externallly.

(2) DUEL II: a second-year university pass (DUES II in science and maths).

(3) CAE-CEM (formerly CAE-CEG): Certificat d'Aptitude a l'Enseignement dans les Colleges d'Enseignement Moyen - a middle school teaching qualification (First Cycle, Enseignement Moyen). At present the ENS trains only science and maths teachers at this level, but it is hoped to resume CAE-CEM training in arts subjects for the benefit of untrained middle-school teachers (types (1) and (2) above, and Baccalaureate or DUEL I holders - instituteurs stagiaires).

(4) and (5) Graduates are no longer employed by MEN unless they do the year's teacher-training at the ENS and sign a twenty-year teaching pledge. This engagement bidecennal, though never enforced, is a considerable disincentive and most graduate ENS trainees sign on only for lack of alternative employment. Licenciés and "maîtrisards" do exactly the same training, but end up on different pay-scales. It is intended, however, that PEMs who then take their MA externally should automaticaly become PESs. Teachers of types (1) to (3) above who get a Licence externally may then do CAEM externally or, in some cases, be given a year on full salary at the ENS. Untrained graduates recruited before the creation of CAEM/CAES and formerly classified, after inspection, as adjoints d'enseignement, are now counted as PEMs although - apart from those who have been to Britain - they have had no formal training.

(6) CAPES, like Agrégation, is a French competitive exam (concours) taken by some Senegalese teachers. All but one of the half-dozen certifiés (or capétiens) in English were actually awarded that status on seniority and by inspection.

For the 390 Senegalese English-teachers actually teaching in government schools at secondary level in 1980-81, the breakdown, according to MEN figures, was as follows:

PES	PEM[1]	PEM Stag[2]	CAE-CEG	CE	Inst	Inst Stag
4	141	5	48	88	54	50

1. Includes the former category of untrained adjoints d'enseignement

2. Stagiaire: probationer (having failed a theoretical examination or awaiting a practical one, ie inspection).

In 1981-82, there were substantial increases in the number of PEMs and Instituteurs Stagiaires.

As mentioned above, it is hoped to restart middle-school teacher-training in arts subjects at the ENS as a means of retraining, and providing a more satisfactory career structure for, the many serving teachers in the last two categories above who have used up their limited number of tries (cartouches) for DUEL II at the University. The old CAE-CEG trainees were recruited with the Bac and did two years' academic work and teacher-training in two subjects (French and English for the future English teachers). The new CAE-CEM, if the proposal is adopted, is likely to be similar. It would be an area where a British teacher-trainer could make a useful contribution.

Intensive one-week introductory courses to the CLAD material for first-time users, including newly recruited untrained English teachers, were run every year from 1970 to 1981, originally by CLAD itself, later by the ENS. Where possible, each participant was then placed under the guidance of an experienced user of the course, normally a trained teacher in the same school or town as himself.

In-service training

From 1973 to 1980 one and sometimes two in-service courses for serving English teachers were held each long vacation at either BSI or ENS, with additional staff from Peace Corps, USICA and the British Council. In most cases the ELT Adviser at MEN took the initiative and did most of the organising. Participants varied in number from 40 to 100 and were drawn from different teaching categories. Language improvement was normally the main aim, with cultural background second. Teaching skills could only, in the absence of practice pupils, be dealt with through discussion, films or videotapes, lesson preparation and peer-teaching.

Six to eight Technical Training Awards are given to Senegalese English-teachers every year for one-year teacher-training and language improvement courses in Britain.

BSI runs Wednesday afternoon "workshops" for English-teachers in the Dakar area. Themes in different years have included general English (for the DEPA examination), phonetics, teaching skills, African literature and business English. Attendance has generally been below twenty, ie fewer than 10% of the English-teachers in the area.

From 1982-83, the Peace Corps regional resource people are to organise spare time in-service training activities, on a voluntary basis, with English-teachers in the six principal towns outside Dakar.

English teachers' associations

The Association of Teachers of English in Senegal (ATES, pronounced "att-ess") was founded in 1974 and revived, after several years' coma, in 1982. Its President is the Head of the University English Department, but it is based on the ENS, where the Vice-President, Mr Elhadji Ndao, has a post at the ENS Centre de Recherche. ATES has never shown much lasting vigour but, if it can be sustained by its members, it may again prove a useful vehicle for films or visiting speakers of professional interest and might even become a force for change and improvement in ELT.

4. MATERIALS SUPPORT

For the first three years of school English, from the 6ème to 4ème classes, the Centre de Linguistique Appliquée de Dakar (CLAD) has produced an integrated audio-visual course, Today's English, published jointly by CLAD and Nouvelles Editions Africaines. For each year there is a Pupils' Book and a Teachers' Book, plus a Pupils' Phonetics Booklet (transcriptions of the dialogues), tapes or cassettes, and feltcuts (visuals on flock-paper) for use with the flannelboard. The next three years of the course (3ème to 1ère) are described as audio-oral, and materials consist of Pupils' Book, Teachers' Book, and tapes or cassettes. The seventh year material (Classe Terminale) had not appeared by April 1983.

All this material is written by the members of the English Section of CLAD, which is an institute of the University of Dakar. The Head of the Section and principal course author is Mr Jean Ailloud (FTA) and the other members are a second FTA, a Senegalese English-teacher and a locally-engaged British teacher. The course is published by the Dakar-based Nouvelles Editions Africaines (NEA), but produced in France and high-priced. Formerly with help from the Ford Foundation, but now with royalties from the course and MEN funds, CLAD supplies tape recorders (or cassette-players) and flannelboards to all government secondary schools, and provides a repair service.

The course is marketed through bookshops for the benefit of private school pupils, who have to buy their own books. Textbooks for state schools, however, are purchased centrally by MEN and distributed to the schools. As regards English textbooks, MEN has delegated to CLAD the administration of available funds. This has proved an efficient arrangement and has meant that the supply of English books, at most levels and in most schools, is better than that of other textbooks. (Even so, books may disappear at school level.) Most pupils therefore have access to an English book, though books are often shared between two, three or even four pupils.

Year 1 of the CLAD course consists of twelve units of three dialogues each. The recommended procedure for each nine-line dialogue allows one hour for each of the following steps.

Step	Activities
1. Dialogue presentation	Comprehension, pronunciation, memorisation
2. Drilling and transfer	Pattern-practice Mixed Q/A work and/or dialogue improvisation
3. Reading and writing	Reading aloud Copying and dictation Written exercises

The Year 2 and Year 3 books have ten and eight units respectively, each unit comprising three nine-line dialogues, to be treated as above, and a "text" (either a conversation or a narrative passage). Without any pre-teaching of

new items, the text is supposed to be presented audio-visually (tape and feltcuts), first globally for overall listening comprehension, then section by section for vocabulary work and detailed listening comprehension. The pupils then open their books and listen again, and finally read aloud. These Year 2 and 3 texts contain no new grammar, but the density of new lexis is very high.

From Year 4 to Year 6 the course is based entirely on "authentic" texts (unsimplified and unabridged extracts from mainly contemporary African, American and British writers). In Year 4, all eight texts must be covered for exam purposes, which makes this the most difficult year of the course in view of the level of the passages and the accumulated learning "deficit" of most of the pupils. In Years 5 and 6, the teacher chooses from among thirty and sixty texts respectively (length 500-1,000 words). Each text is supposed to be treated "audio-orally", ie exactly as in the earlier audio-visual presentation, but without the visual support. After reading aloud come discussion, drilling and written exercises. The lexical content is difficult and arbitrary.

Thanks to CLAD, Senegal has at least partially Africanised ELT. The cultural background is West African (Senegambian?) in Year 1, British but with Senegambian protagonists in Year 3, and varied thereafter. Together with generally satisfactory sequencing in Years 1-3, this could provide the material for a sound basis in the language. But, even though the first three years of the course are already in an extensively revised second edition, the language is still sometimes unidomatic and some teachers find the dialogues alienating. Unfortunately the majority of pupils have acquired little or no ability to communicate in English by the end of the three audio-visual years, in spite of the reasonable level of competence of at least half the English teachers. The reasons for the widespread failure of the CLAD courses are to be sought in over-ambitious learning goals, non-use of audio-visual materials and the defects of the recommended teaching method.

As regards learning goals, it has already been pointed out that, in the absence of a separately stated syllabus, each CLAD book from 6ème to 4ème constitutes the implicit syllabus for that year. As a result of a school year that starts late and finishes early, of hours lost through strikes, teachers' absences or (local) lack of teachers, it is rare for any class to finish any CLAD book from 6ème to 4ème, and serious shortfalls are common. Pupils thus approach each new year's work progressively less well prepared - in terms of sheer ground covered, let alone skills level - to tackle the new learning.

As regards materials, CLAD's record in maintaining supplies has been impressive. But it is a fact of life that the A-V material, both hardware and software, is not properly looked after in many schools. Even when tape recorders are available and working, they may not be used because of the theft of clasroom wall-plugs, poor reproduction (ie dirty play-heads) or difficulty of handling. School sets of feltcuts are quickly depleted, but are also sometimes not used out of laziness. Clearly an A-V course is not well suited to such working conditions. The money would be better spent on more and cheaper books, more easily conserved and less cumbersome visuals (wall-pictures), and more frequent in-service training and inspection of teachers.

Non-use of A-V material is often partly to blame for the poor skills level attained by most CLAD pupils, but the shortcomings of the method itself are a much more widespread and fundamental cause, compromising the work of all but the very best teachers. CLAD has the merit of providing teachers' books (still unusual in the French-speaking world) and a clear methodological framework, which greatly helps the untrained but conscientious teacher. However the teachers' books fail to give the things that would be most useful: explanatory contexts for new vocabulary, questions to check comprehension and

practise vocabulary, contextualised structure practice, detailed questions for discussion work, and guidance on pupil-to-pupil questioning. The priority accorded to oral work is good, but most of it remains at mim-mem level (repetition, memorisation, recitation, mechanical drilling). Most CLAD oral work is so mechanical and directive that teachers easily lose all concern with comprehension: pupils listen and repeat well - but without understanding. Reading comprehension is overlooked completely. The large classes and mim-mem ethos often make the dialogue improvisation of the transfer phase into a highly directive parody of itself. Pupil numbers also contribute to inadequate correction and marking of written work, for which the CLAD course is unjustly blamed. But it does seem likely that, given the generally very low level of communicative oral skills, the accompanying decline in reading and writing skills over the last decade may prove very serious. It may well be that after three or four years of such language learning, those leaving school after 3ème and then letting their English lie fallow for a few years will find no useful vestiges remain.

From 3ème onwards, the difficulty of the text material and the low level of most pupils' English language skills, together with a certain magisterial tradition, combine to reduce oral participation steadily from year to year. ELT from 3ème to Terminale is characterised, despite the spur of three public examinations in four years, by the growth of the silent majority and the emergency of a small and increasingly fluent minority. It is this talented, keen and extrovert 5%-10% in Second Cycle that constitutes, in elitist terms, the success of ELT in the Senegalese secondary school. Given the high level of initial motivation, the polyglot background and the respectable standard of most teachers, this is a sorry conclusion; but it seems to be by no means limited to Senegal.

Other courses

As stated above, the CLAD course has a virtual monopoly from Years 1 to 6 in government secondary schools. In Year 7 (Terminale) the book generally used is Les Etats-Unis, Carpentier-Fialip and Lamar, Hachette, 1978; but duplicated passages of the teacher's choice are common. No published materials are in systematic use for the 5% of secondary pupils doing English as LV2 between Years 2 and 6 (see Section 2). The commonest solution is to use the first two years' LV1 materials (6ème and 5ème) for the first two years of LV2 work (in 4ème and 3ème), adopting a faster pace (thanks to smaller classes, a more cognitive approach and less rote-learning) so as to compensate for the shorter teaching hours than in LV1 6ème and 5ème. In Year 5, LV2 teachers generally use duplicated passages, but in Year 6 the LV2 pupils can often - astonishingly - manage the less difficult texts in the CLAD Livre de Première.

In private schools there is a greater diversity of material, particularly in Second Cycle. Textbooks used include:

Bouet, L'Anglais en Afrique, Hatier, Paris (separate books for each year in First Cycle) 3ème and 5ème, 1979; 4ème, 1981; 6ème, 1982.

Bouet, The Modern World, (one volume for 1ère and Terminale), Hatier, 1981.

Goody and Gibbs, Imagine You're English, Belin, Paris, 4ème and 3ème, 1980; 5ème and 6ème, 1982.

Carpentier-Fialip and Marty, La Grande Bretagne, (one volume for 2de and 1ère), Hachette, Paris, 1976.

Guitard and Renault, L'explication anglaise en classe de 2e, and a companion volume for 1ère, Nathan, Paris, 1972.

The EFSA course

In an experiment conducted in 1981/82 by MEN with British Council support, 39 English teachers with 39 different 6ème classes all over the country tried out English for French-Speaking Africa, Mills et al, (EFSA), Armand-Colin (Longman Group), Paris.

First reactions were positive and it was decided, pending evaluation at the end of 1982-83, to carry the experimental classes on into a second EFSA year.

EFSA and CLAD are both structuralist courses, both first appeared in the late sixties and both were received with enthusiasm by the teachers who first tried them out. However, EFSA is less costly, consisting only of flimsy, but relatively cheap, pupils' books and of teachers' books. Moreover it is fully African in setting, which corresponds to teachers' and pupils' preferences for First Cycle. Since its appearance, EFSA has established itself as the market leader for French-speaking Africa, followed by L'Anglais en Afrique, whereas CLAD, though tried out in several other countries, has for some years now been used only in Senegal. It may therefore be that Senegalese teachers' favourable interim evaluations of EFSA represent more than just another case of people's awareness of taking part in an experiment improving their attitude and performance. In any case one of the two courses is likely to be dropped and phased out. (No one wants to throw books away.) But the choice is unlikely to be made purely on grounds of cost-effectiveness: the actual decision to try EFSA out followed the popular rejection of the CLAD primary school A-V French course Pour Parler Français by the Etats-Généraux de l'Education held in early 1981.

Supporting materials

A-V CLAD materials are course components rather than auxiliaries (which is why their non-use or absence is such a limitation). No other visual or audio aids are in general ELT use in Senegal, though individual enterprising teachers use radio-cassette recordings in Second Cycle or produce picture composition charts in First Cycle. An English teacher's newsletter put out twice a year since 1979 by the ELT Adviser at MEN carries news, official announcements, answers to readers' enquiries and teaching tips. The Peace Corps TEFL newsletter also reaches quite a number of Senegalese as well as PCV teachers. From 1975 to 1982, the ENS distributed six different sets of teachers' notes. BSI too serves as a resource centre for teachers, mainly those in the Dakar area. BSI and the American Cultural Center are the country's main libraries for literature in English, followed by the University and ENS libraries. These last two also have French translations of English literary works, some few of which are available in local bookshops.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Two ministries share responsibility for education in Senegal. The Ministry of National Education (MEN) covers all general, and most technical and vocational, education up to Baccalaureate level. Senior appointments include the following:

Directeur de Cabinet: the Minister's Number Two.

Chef de Cabinet: concerned with politics, patronage and certain logistical matters.

Secretary General: head of the permanent administration, excluding the Minister's "cabinet".

Director of Secondary Education.

Inspecteurs Généraux d'Anglais (part-time).

Conseiller Technique pour l'Anglais (ELT Adviser, KELT).

The Ministry of Higher Education (MES) is much less important than MEN, partly because its main fief, the University of Dakar, has access to higher levels of government. A second university, Université Gaston-Berger, is under construction outside Saint Louis, but was not yet open in 1982. MES also controls CLAD and the ENS (both nominally parts of the University), BSI and CPLA. The key official is the Directeur de Cabinet. The MES post of Coordinator for English, formerly occupied by Mr John Amery (an ex-Director of BSI, later on contract to the Government of Senegal), has not been filled since his retirement in 1981.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

Modern (ie non-Koranic) education in colonial times was frankly assimilationist and followed the metropolitan model as closely as possible. English was taught in the few secondary schools in Senegal exactly as it was in France. From independence in 1960 until the mid-seventies, there was both a very rapid expansion and extension of the educational system and at the same time a certain amount of Africanisation of content, notably in history, geography, French and biology. Meanwhile the CLAD course has, since the late sixties, partially Africanised the cultural context of ELT in Senegal.

The basic assumptions have not changed, however. Education is still entirely through French; the curriculum structure is virtually unchanged; above all, education is seen as preparation for a post in the modern sector of the economy. But a stagnating economy is less and less able to absorb the output of an expanding educational system (in spite of continuing high wastage). The unemployment of growing numbers of school leavers, qualified at steadily higher levels and including holders of technical qualifications, is blamed - perhaps unfairly - on the "inadaptation" of the educational system. The drift to the towns (exode rurale), due largely to the vicissitudes of agriculture, is also laid at the door of inappropriate schooling. Senegal is an exporter of labour at all levels, mainly to France, Mauritania and Gabon, and many more would work abroad if they could.

In recent years the national debate on education has centred on the proposals of the independent teachers' union, SUDES. Among those that the Government has, cautiously, "accepted in principle" for implementation at an unspecified later date, are the use of "national" (African) languages as media for primary school education; curriculum reform for greater stress on social and economic development; compulsory education to the age of fifteen; and nationalisation of private schools.

Expenditure on education is allocated in the light of the current national economic plan. Current plus capital expenditure for MEN and MES combined averages about 20% of the national budget. (The figure of 30%, often mentioned, includes the training budgets of all other ministries as well, eg Armed Forces, Police, Health and Post Office.) Education is already in a period of unprecedented austerity, and the changes advocated by SUDES would greatly increase its commitments, which makes their early implementation

unlikely. They would also most likely reduce the importance of ELT in the curriculum, although even the most ardent reformers are in favour of teaching English.

An officially constituted consultative body on ELT in Senegal, the Comité pour l'Enseignement de l'Anglais au Senegal (CEAS, pronounced "say-us"), comes under MES but also makes recommendations on ELT in the school. Originally founded (as CITES) in 1973, this body has proved a useful forum for exchanging ideas, information and proposals for reform. It is composed of representatives of MEN, the University English Department, ENS, CLAD, BSI, British Council, Peace Corps, USIS, CPLA and state and private secondary school English-teachers.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

No private commercial schools exist for the teaching of English, though there is a substantial unsatified demand for places at BSI, CPLA and the American Cultural Center, as well as presumably in the regions.

The following private secretarial colleges include business English in their curriculum:

Collège Saint-Michel) evening courses held in Catholic
Cours Immaculée-Conception) secondary schools
Cours Cantara
Cours Grandjean
Cours Pigier
Ecole Commercials Carter-Diop

None of these has any British affiliation.

There is a Baptist-run American school, the Dakar Academy (Grades 1-8), taking children from the international community in Dakar, as well as a small, privately-run, English-language kindergarten. A new International School planned on American lines, is expected to open in late 1983.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

Council-employed ELT personnel in 1982-83: three KELT posts at BSI (plus one post vacant) and one KELT post at MEN.

Council-sponsored, in association with the Central Bureau for Educational Visits and Exchanges: seven British assistants in 1981-82, placed in Dakar lycées, at BSI and in the University English Department

Other British ELT personnel, not Council-sponsored, include the following:

part-time locally engaged British teachers at BSI: seven in 1981-82
locally engaged at the CLAD English Section: one
locally engaged in government secondary schools: two in 1981-82.

ELT activities of KELT staff at BSI include direct teaching, ESP materials, English by radio, participation in in-service training. The duties of the ELT Adviser (KELT) at MEN consist of school visits, advisory work and in-service training.

Recent conferences, visits or seminars with Council support have included the following:

November 1980:	British Council consultancy on English by Radio and Distance Teaching (Ms Marion Geddes)
12-14 March 1981:	ESP in Senegal (ENS)
19-24 October 1981:	EFSA Introductory Course (MEN/ENS)
8-17 March 1982:	EFSA interim evaluation (MEN)
17-18 May 1982:	English as LV2 (ENS)
26-21 July 1982:	Communicative Methodology Seminar (ENS)

British-published materials are used at BSI (courses, reference materials, tapes and cassettes, visuals) and in the Unviersity English Department (set books); but none is yet used on any significant scale in the schools.

The highly successful ELT operation at BSI was described in Section 2 since it is directly responsible to MES; it receives Council support in the form of staff, library books, tapes and hardware. The Council is not directly involved in any ELT in Senegal.

9. AMERICAN SUPPORT FOR ELT IN SENEGAL

Peace Corps involvement in ELT in Senegal was run down steadily in the late 1970s. In 1981-82 PCV/TEFLs were as follows:

Government secondary schools	12
Catholic secondary schools	4
MEN (assistant to ELT Adviser)	1
ENS	1
IUT	1
Hotel School	1

By the end of 1982-83 the secondary school TEFL contingent will have been phased out. In 1982-83 there were however six regional resource people (see Section 3).

The Peace Corps contribution has been of a high standard and much appreciated. Its reduction in scale in recent years has been in recognition of the growing numbers of Senegalese English-teachers (and of University English Department dropouts) coming on the market. PCVs participated in almost all in-service courses held for Senegalese English-teachers between 1973 and 1980, in cooperation with British Council and USIS staff. Experienced Senegalese teachers regularly helped train new PCV/TEFLs and a few untrained Senegalese teachers were given places as trainees on Peace Corps TEFL training programmes.

The US Cultural Center in Dakar has contributed to ELT through its own English-language teaching operation and in a variety of other ways. Its reading-room serves as a resource centre for teachers and students. Many teachers receive documentation from it (notably ELT Forum) and can borrow films. USIS sponsored in-service courses for Second Cycle English teachers, with Council participation, in 1976 and 1977, and has contributed materials and ELT specialists to in-service courses run at BSI and ENS. Finally, quite a number of Senegalese English-teachers have benefited over the years from USIS-financed summer visits to America or have worked as counsellors on US summer camps thanks in part to USIS support for the International Camp Counselor Program, administered in Dakar by the YMCA aid project.

10. OTHER AGENCY SUPPORT

Apart from a grant from the Ford Foundation in support of the early development of the CLAD course, and the financial support which CLAD as a whole has received from France, there have not been any outside contributions to public-sector ELT in Senegal.

Dakar houses the Senegal or regional offices of a number of UN Special Agencies and other international bodies working in both French and English, including the Institute for Development and Economic Planning, which comes under the UN Economic Commission for Africa. Some of these arrange English classes for their non-anglophone staff; but most international or bilateral organisations active in Senegal work principally through the medium of French.

USAID has done some English-language teaching, mainly in connection with staff training for its agricultural projects.

11. COMMERCIAL OPPORTUNITIES

British books are available from several bookshops in Dakar but not in other towns (where the market for them would in any case be infinitesimal). Librairie Afrique-Levant sells BBC books and recorded material and orders direct from at least one other British publisher. The Librairie Universitaire (a commercial bookshop, despite its name) orders books for sale to university students of English but does so, like the other bookshops, through Hachette in France, with consequent increases in delivery time and mark-up. (There is, however, no duty on books entering Senegal and the mark-up on French publishers' prices is supposed to be controlled.) Direct ordering from British publishers has in the past been prevented by the difficulty of making acceptable arrangements for payment, through British publishers with French associates avoid this problem.

If the Longman/Armand Colin course, EFSA, is adopted in place of Years 1-4 of the CLAD course, it will be the first use on any significant scale of a British textbook in Senegalese schools. French publishers keen to maintain their share in the Senegalese educational market have turned increasingly to joint ventures with Nouvelles Editions Africaines, a Dakar- and Adbijan-based publisher with Senegalese and Ivorian Government shareholdings, which thus has ready access to both these markets.

Demand for hardware in connection with ELT is very limited and what there is has mainly been paid for from aid funds. The possibility of marketing cheap and robust language laboratory systems would best be explored through an enterprising local agency such as Librairie Afrique-Levant.

British examinations (mainly "O" and "A" levels) have been held at BSI from time to time for the benefit of members of the international community in Senegal, but there is no regular demand for this service.

Private language tuition, mainly coaching children for school examinations, is widespread and an important means for Senegalese English teachers to supplement their salaries. Within the international community in Dakar, there is a certain amount of part-time ELT and spare-time translation work.

In the present economic climate there are no likely opportunities in Senegal for setting up branches of British-based English-language schools. In spite of the unsatisfied demand mentioned in Section 7, it is unlikely that such a

venture could pay its overheads and teachers' salaries and still earn a satisfactory return on the investment. Nor are there opportunities for recruiting teachers from Britain (other than the language assistants and KELTs), or for providing commercial consultancy services in the ELT field. On the other hand private students from well-to-do Senegalese families and from French families based in Senegal attend English-language schools in Britain, about which there are often enquiries at the British Council office.

12. CREATIVE WRITING

There is virtually no creative writing in English in Senegal, nor are there local associations or prizes devoted to it. Nouvelles Editions Africaines (NEA) have, however, recently published a collection of short stories and one-act plays in English by a Senegalese English teacher Mr Elhadji Ndao.

Works by Senegalese writers in French are published regularly by NEA as well as by Présence Africaine and other Paris-based publishers.

13. CURRENT RESEARCH

Students of English at Dakar University who go on, after the Maîtrise, to a Diplome d'Etudes Approfondies, and then a Doctorat de Troisième Cycle, can do so in Dakar. By 1982, one person had already completed this process inside Senegal and one other was registered locally for the 3ème Cycle in English. The right to award these higher degrees depends on the presence of a full professor (Docteur d'Etat) in the English Department. The only one at present is provided by French Technical assistance. Senegalese teaching staff in the Department include two Agrégés, a PhD (from Sheffield University) and two Docteurs de 3ème Cycle. Candidates for the Doctorat d'Etat must register with a metropolitan French university.

The University Library is a good one by Third World standards and offers microfiche facilities to those who can afford them. Most doctoral research, however, would be difficult or impossible without a period of overseas documentation of at least a long vacation's length. There are not at present any Senegalese Government scholarships available for such short study trips.

Up to now those aspiring to teach English in the University English Department have studied abroad, in France, America, Britain and Ireland, returning to Senegal with the Agrégation, a 3ème Cycle or a PhD. Any one of these qualifies the holder for a full-time university post if one is vacant. These studies have been funded by Senegal, Britain, France and non-governmental American institutions. It is also possible to sit the (French) Agrégation in Senegal, after preparing for it by oneself, but this is considered difficult.

An Assistant (Lecturer) is required to have one of the qualifications above. Promotion to Maître-Assistant (Senior Lecturer) and Maître de Conference (Reader) is normally on seniority and publications, but is limited by the University's ability to fund new posts. To become a Professor titulaire (full Professor), one must have the French Doctorat d'Etat (the "grand doctorat").

With the exception of the Head of Department, Mr Moctar Bâ, the teaching staff have all joined the Department in the last five years. Since joining, several of them have already made short trips to France, America or Britain. Air tickets for vacation study trips have in the past been provided by the University every two or three years, but this source is drying up. However,

several members of staff have plans for longer periods of work abroad, under British Council or American university auspices. This is perceived as extremely valuable for enlarging the Department's academic scope and updating teaching and research methods. The presence of a Fulbright Professor each year promotes these causes. The British Council-appointed KELT Reader who served at Dakar 1975-77 has unfortunately never been replaced because of difficulty in finding candidates for the job as specified in the Council post description. There are not yet any links between Dakar University and any British university.

The work of the British Council in Senegal is 90% funded by the ODA, and consequently its budget for activities in the field of English literature is extremely limited. Council support is concentrated on the English Department of the University and takes the form of book presentations, sponsored visits to Britain by the staff of the Department, scholarships for longer-term study in Britain, and occasional visits to the Department by British specialists or drama groups.

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

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J D Britten, The Training of English-Teachers at ENS Dakar (appendix to KELT Post Report) (mimeo), 21 pp, ENS, Dakar, 1980.

T Ndiaye, Séminaire sur l'enseignement de l'anglais specialisé (mimeo), 12 pp, ENS, Dakar, 1981.

Miscellaneous KELT Post Reports, in particular:

H Brewer, Reports on BSI.

Work in progress:

EFSA Evaluation (ELT Adviser, MEN).

Communicative Methodology Project (A H Diop, ENS).

15. GENERAL STATEMENT

"By world standards ELT in Senegal is far from the bottom of the heap and the prospects for improvement are considerable" (Senegal ELT Profile, 1985). That assessment remains true. The English-speaking visitor to Senegal is struck by the large number of people willing - if not always fully able - to converse in English, and by the number of people with a good command of the language. Motivation to learn or maintain English is generally fairly high (though many secondary pupils have quickly become disenchanted in recent years) and many of the necessary conditions exist to enable people to learn:

- relative availability of textbooks (as compared with neighbouring countries)
- an adequate number of Senegalese English-teachers of a generally satisfactory - and steadily rising - standard

- English-by-radio reaching a majority of the population

- ELT facilities for adults in Dakar.

The strengths and weaknesses of ELT in the schools were discussed in Section 4. Its successes are those of a minority of pupils, and it is clear that the main direction of progress lies in expanding this minority. It would seem that the best ways of achieving this are:

- either to replace the CLAD course or to restructure it and drastically modify its methodology;

- to develop the retraining of serving untrained teachers and continue in-service training;

- to set up a system of regular inspections of all teachers.

Prospects

A recurrent feature of the Senegalese educational scene is the attempt to do too many things at once. Nowhere has this been truer than in language-learning in the schools. The former President's enthusiasm for English went along with enthusiasm for French, Latin, Arabic and German and (at least in theory) for Senegalese national languages. Some pupils in the classical streams of lycees found themselves doing English, Latin, Arabic and either German, Spanish, Portuguese, Russian or Italian. And these were pupils for whom French was already a second language! President Senghor's succesors, when they start to put their mark on education, are likely to be less ambitious, more pragmatic and more genuinely concerned to introduce National Languages in primary education. Sooner or later, the secondary curriculum will be re-examined in the light of development priorities and economic constraints. When that happens, a more selective role for ELT may well be a possibility. And that could well prove a means of raising the success-rate among learners of English in Senegal.

APPENDIX

ABBREVIATIONS USED IN THE PROFILE

ATES	Association of Teachers of English in Senegal
Bac	Baccalaureate
BEPA	Brevet d'Etudes Pratiques d'Anglais
BSI	British-Senegalese Institute
CAE-CEG	Certificate d'Aptitude à l'Enseignement dans les Collèges d'Enseignement Général
CAE-CEM	Certificate d'Aptitude a l'Enseignement dans les Collèges d'Enseignement Moyen
CAEM	Certificat d'Aptitude a l'Enseignement Moyen
CAES	Certificat d'Aptitude a l'Enseignement Secondaire
CAP	Certificat d'Aptitude Pédagogique (Primary)
CAPES	Certificat d'Aptitude a l'Enseignement Secondaire (French)
CE	Chargé d'Enseignement
CEAS	Comité pour l'Enseignement de l'Anglais au Sénégal
CEMG	College d'Enseignement Moyen Général
CESTI	Centre d'Etude des Sciences et Techniques de l'Information
CITES	Committee for the Improvement of the Teaching of English in Senegal (now CEAS)
CL	Certificate de Littérature
CLAD	Centre de Linguistique Appliquée de Dakar
CPE	Certificate of Proficiency in English (Cambridge)
CPLA	Centre de Perfectionnement en Langue Anglaise
CQID	Centre de Qualification Industrielle de Dakar
CS	Certificat de Specialisation
DEA	Diplôme d'Etudes Approfondies
DEPA	Diplôme d'Etudes Pratiques d'Anglais
DFEM	Diplôme de Fin d'Etudes Moyennes
DUEL	Diplôme Universitaire d'Etudes Littéraires
DUES	Diplôme Universitaire d'Etudes Scientifiques
EBAD	Ecole des Bibliothécaires, Archivistes et Documentalistes
EFSA	English for French-Speaking Africa (the Mills course)
ENEA	Ecole Nationale d'Economie Appliquée
ENS	Ecole Normale Supérieure
ENSEC	Ecole Nationale de Secrétariat (Gambetta)
ENSET	Ecole Normale Supérieure d'Enseignement Technique
ENSUT	Ecole Nationale Supérieure Universitaire de Technologie (also known as IUT)
ESP	English for Specific Purposes
FCE	First Certificate in English (Cambridge)
FTA	French Technical Assistant
INSEPS	Institut National Supérieur pour l'Education Physique et Sportive
I/S	In-service
IUT	Institut Universitaire de Technologie (old name for ENSUT)
KELT	Key English Language Teaching Scheme
LV1, LV2	Langue Vivante 1 and 2
MEN	Ministère de l'Education Nationale
MES	Ministère de l'Enseignement Supérieur
NEA	Nouvelles Editions Africaines
PCV	Peace Corps Volunteer
PEM	Professeur de l'Enseignement Moyen
PES	Professeur de l'Enseignement Secondaire
Sec 1	1st Year of secondary education (sixième - 6ème)
Sec 2	2nd Year of secondary education (cinquième - 5ème)
Sec 3	3rd Year of secondary education (quatrième - 4ème) etc
TEFL	Teaching of English as a Foreign Language
USIS	United States Information Services
VOA	Voice of America